



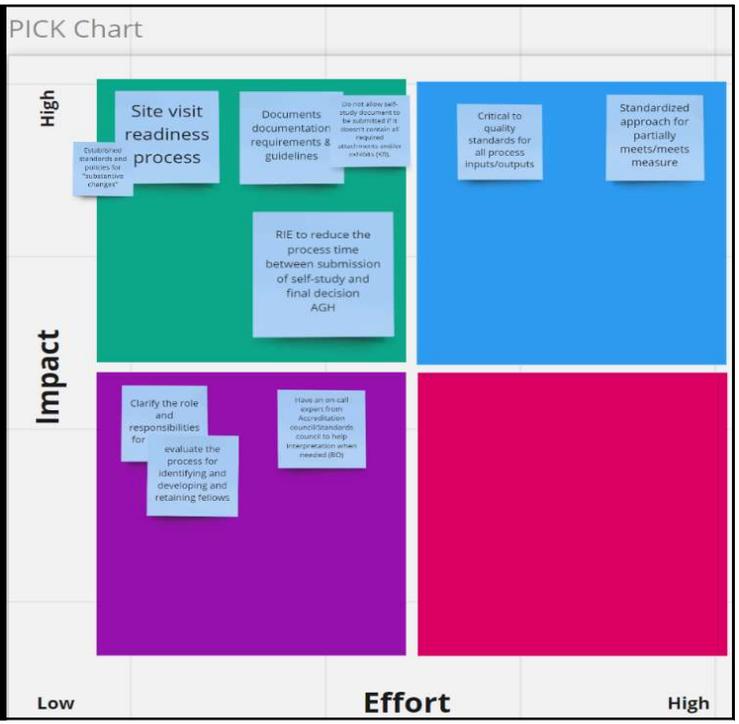
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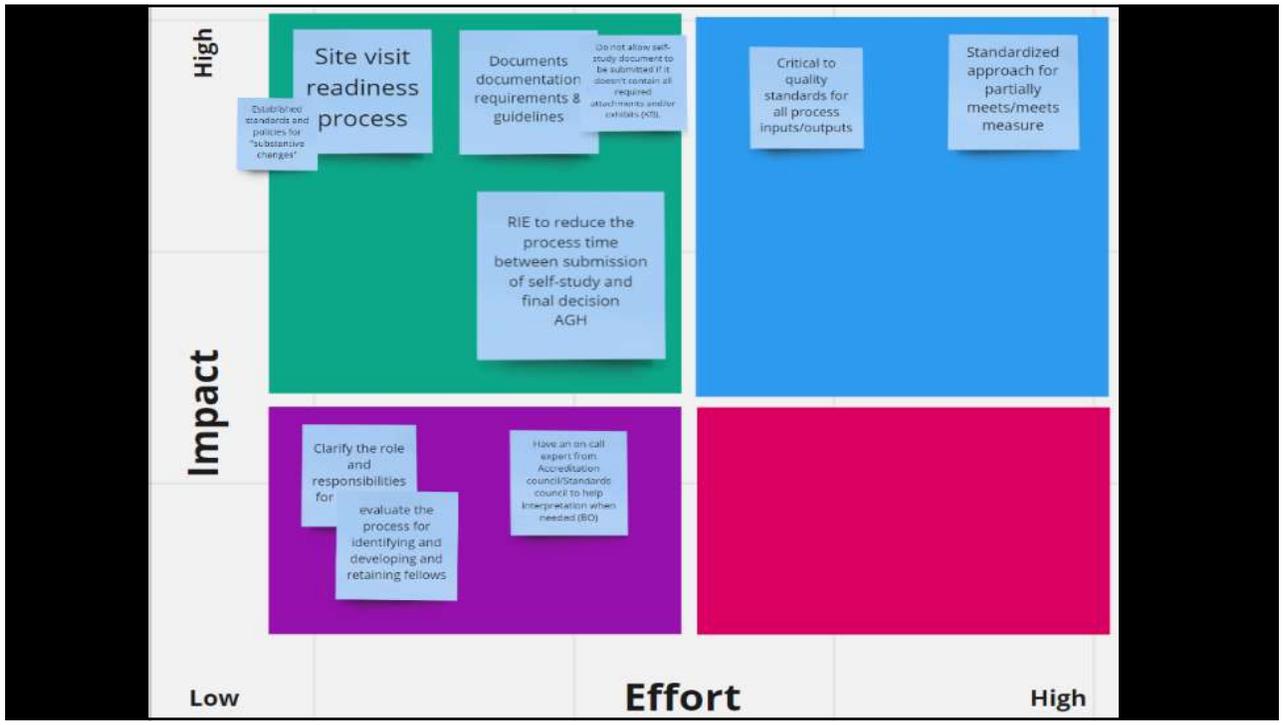
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Reimagining the Accreditation Process Summer 2021

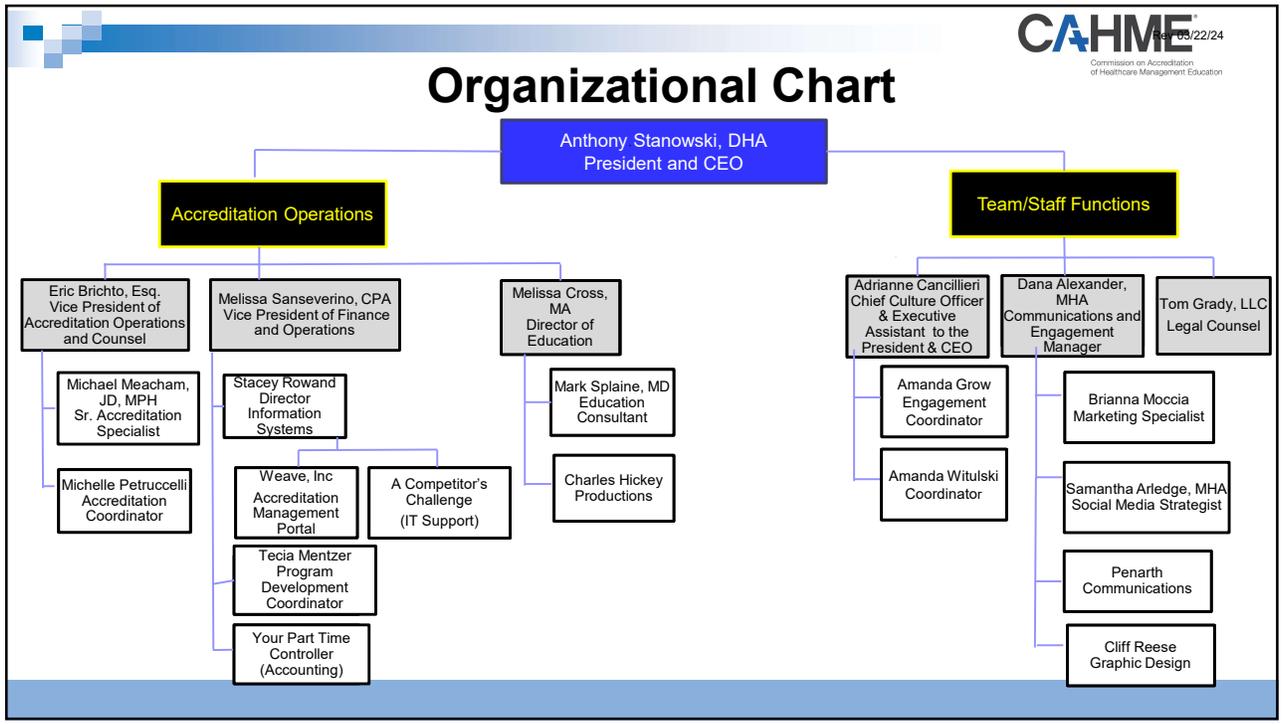
- Conducted by Jordan Johnson, Inc.
- Blue Ribbon Task Force
 - Quint Studer, Al Faber, James Lineberger, Banky Olatosi, Allyson Hall, Dan West, Lesley Clack and Stu Fine
- 63 stakeholders provided input
 - 43 program directors; 20 site visitors
- Survey of all program directors
- 1 on 1 sessions with selected site visitors and program directors
- 60 issues, barriers, and challenges identified



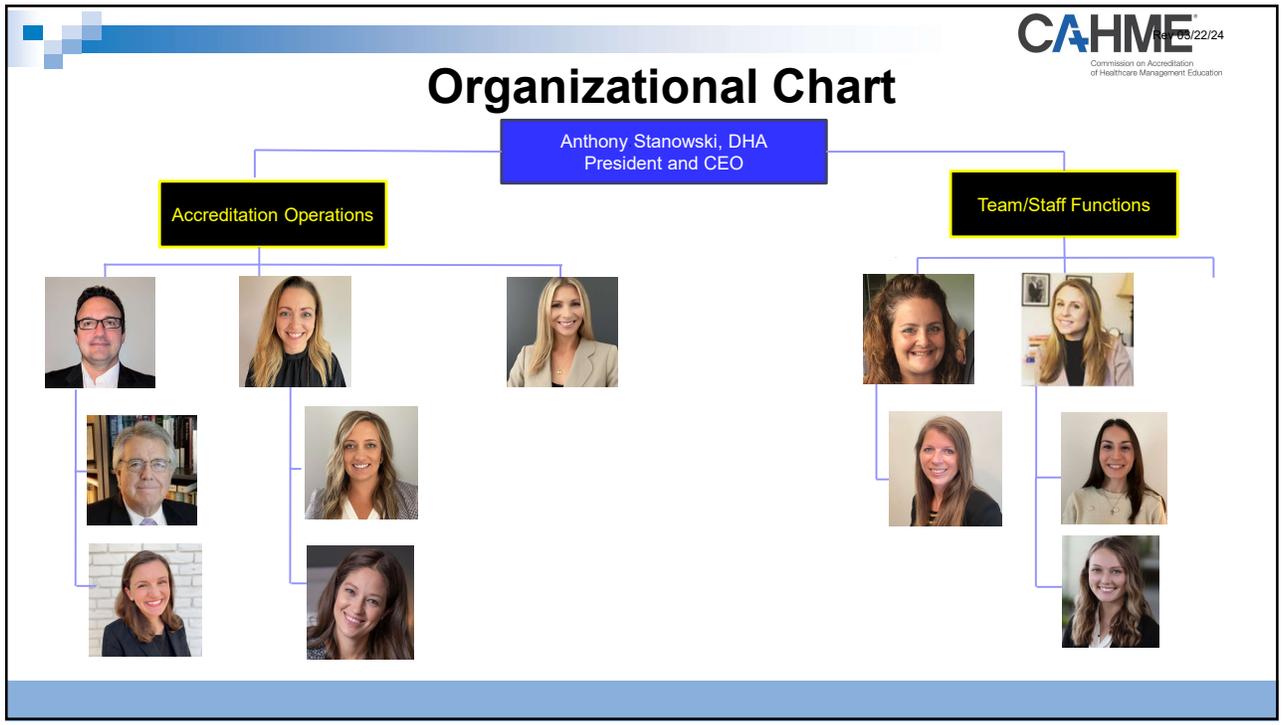
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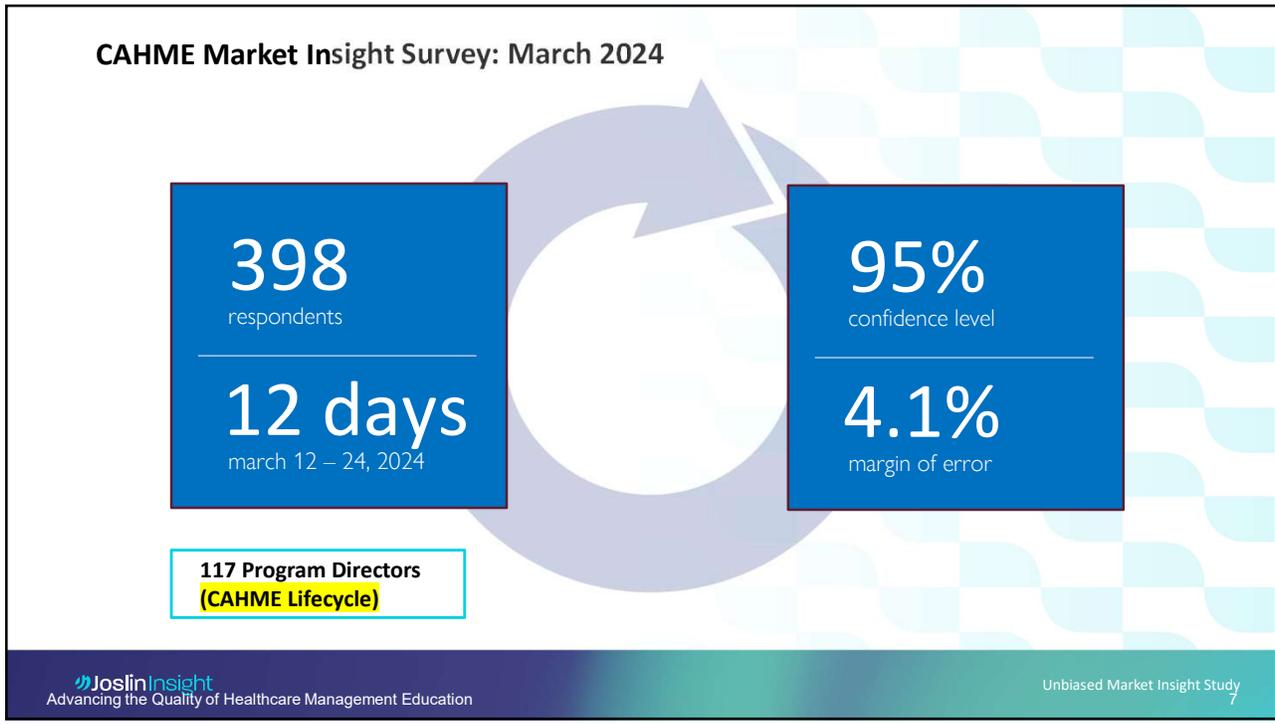
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Overall Findings – Discussed by the CAHME Board

CAHME’s questions to address

- 1. Identity and Direction.** How will CAHME continue to fulfill its mission of advancing the quality of healthcare management education?
- 2. Adaptability and Innovation.** How will CAHME continue to innovate to ensure its success both today and in the future?
- 3. Inclusive Engagement.** How will CAHME ensure the inclusion of all voices within the broader higher education community, including online?

The overarching question:

- ★ **Growth and Quality.** What constitutes quality, and how can CAHME grow while maintaining quality?

JoslinInsight
Advancing the Quality of Healthcare Management Education

Unbiased Market Insight Study 8

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Agenda

Topic	Presenter	CAHME Role
Credibility	Banky Olatosi	Board Chair
Reputation	Ron Holder	Chair-Elect
Continuous Improvement	Lynn Downs	Chair Accreditation Council
Accreditation Standards	Maureen Jones	Chair Standards Council
Transparency of Program Outcomes	Todd Nelson	Immediate Past Chair
Conclusion and Questions	Anthony Stanowski	President and CEO

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Mission: The Foundation of our Credibility

credibility

Banky Olatosi, PhD, MPH, MS, FACHE
 CAHME Board Chair (2024-2025)
 Academic Member
 Associate Professor, University of South Carolina

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Mission and Value Statement

To serve the public purpose by **advancing the quality of healthcare management education** by:

- Setting measurable criteria for excellent healthcare management education
- Supporting, assisting and advising programs which seek to meet or exceed the criteria and continuously improve
- Accrediting graduate programs that meet or exceed the criteria
- Making this information easily available to interested constituencies

Values

Integrity
 Excellence
 Transparency
 Fairness
 Recognition

Advancing the Quality of Healthcare Management Education
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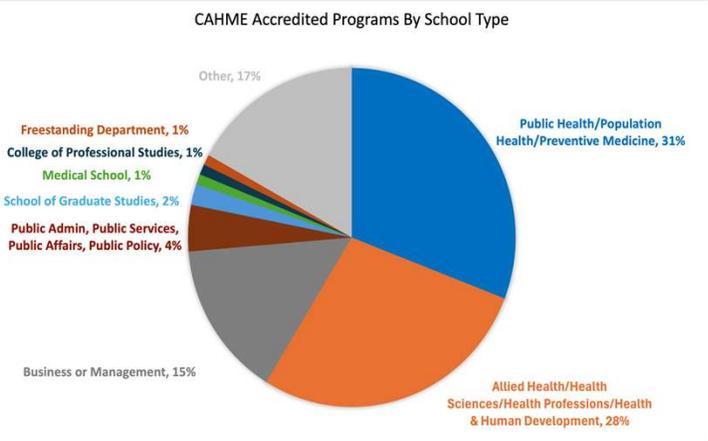
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CAHME accredits 150 programs in 98 universities.

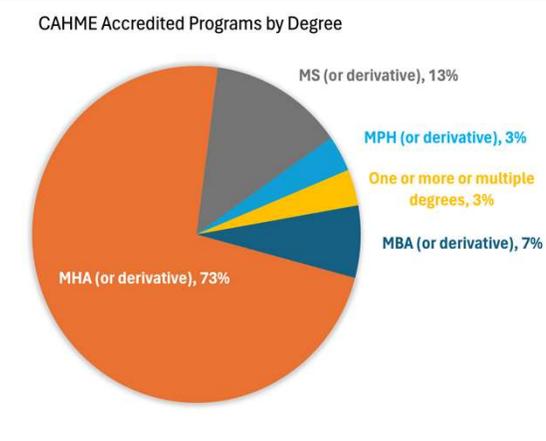
CAHME Accredited Programs as of June 30, 2024

CAHME Accredited Programs By School Type



School Type	Percentage
Public Health/Population Health/Preventive Medicine	31%
Allied Health/Health Sciences/Health Professions/Health & Human Development	28%
Business or Management	15%
Other	17%
Public Admin, Public Services, Public Affairs, Public Policy	4%
School of Graduate Studies	2%
Medical School	1%
College of Professional Studies	1%
Freestanding Department	1%

CAHME Accredited Programs by Degree



Degree Type	Percentage
MHA (or derivative)	73%
MS (or derivative)	13%
MBA (or derivative)	7%
One or more or multiple degrees	3%
MPH (or derivative)	3%

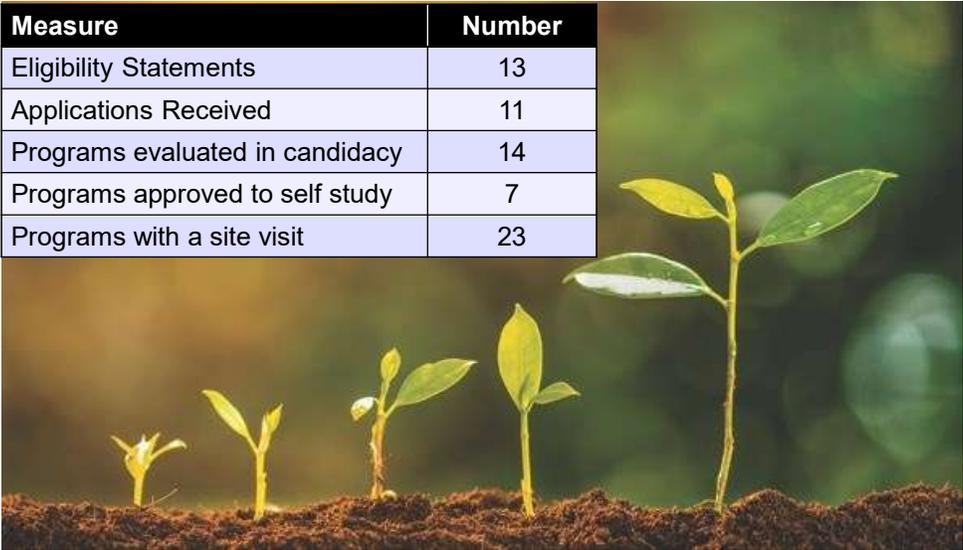
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CAHME
Commission on Accreditation
of Healthcare Management Education

CAHME Growth Continues

Measure	Number
Eligibility Statements	13
Applications Received	11
Programs evaluated in candidacy	14
Programs approved to self study	7
Programs with a site visit	23



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of Healthcare Management Education

Re-Recognition by the Council on Higher Education Accreditation: NO DEFICIENCIES, January 2024.



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Reputation: Your Trust in Us

Ron Holder, MHA, FACMPE, FACHE, CAE
 CAHME Board Chair-elect
 Practitioner Member
 Healthcare/Association Executive

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Commission on Accreditation
of Healthcare Management Education

Corporate members extend our relationships, and in many cases provide student benefits.

**American College of
Healthcare Executives**
for leaders who care®

**American Hospital
Association™**
Advancing Health in America

AUPHA THE VOICE OF
ACADEMIC
HEALTHCARE
MANAGEMENT

MGMA MEDICAL GROUP
MANAGEMENT
ASSOCIATION

NAHQ®
National Association for Healthcare Quality

hfma™

HEALTHCARE
SOLUTIONS GROUP

**Cedars
Sinai**

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of Healthcare Management Education

Recognizing the benefits to be gained through co-operative agreements, CAHME's partners lend their reputation globally.



The Joint Commission



MSCHE
MIDDLE STATES COMMISSION
ON HIGHER EDUCATION



AAB International



AACSB



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of Healthcare Management Education



NCHL
National Center for Healthcare Leadership
Leading 21st century healthcare



EHMA
European Health Management Association



ihf | **International
Hospital Federation**

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CAHME
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CAHME Award sponsors contributes funds, logistical support, and increases reputational awareness.



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HEALTHCARE PLUS
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American College of
Healthcare Executives
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GLOBAL SERVICES

JUDY BAAR





THE
**Dawn Gideon
Foundation**



The Joint Commission



**SACHS FAMILY
FOUNDATION**

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CAHME and its management are frequently cited in the public, business, and academic journals.

Modern Healthcare



Patient Experience Journal
Evidence. Innovation. Patient Forward.

MOST IMPACTFUL ARTICLE: Selected from all articles published over the last five volumes.<

2024 (Across Volumes): [The influence of COVID-19 visitation restrictions on patient experience and safety outcomes: A critical role for subjective advocates](#)



The Biz Call

So You Want To Be A Healthcare Executive?
with Ken Rates

Dr. Anthony Stanowski - President & CEO - Commission on Accreditation of Healthcare Management Education (CAHME)
[So You Want To Be A Healthcare Executive?](#)

The Washington Post



Anthony Stanowski [Edit](#)

Doctor of Health Administration · President and CEO at Commission on Accreditation of Healthcare Management Education

[Location](#) | [Website](#)

Research Interest Score 79.6

Citations 156

h-index 6

[Citations over time](#)



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WHITE PAPERS

CAHME Insight Study: Perspectives from the Field

Made possible by Private Contributions from the CAHME Board of Directors



What are the top 8 accreditation areas of most importance? Download "Perspectives from the Field".

[Download the white paper](#)

VOICES FROM JOINT SITE VISITS



CAHME and AACSB Joint Site Visits: Innovating for Quality and Efficiency

[Download](#)



Focus on Priority

How to Prioritize Accreditation Areas for Program Development and Student Career Development

[Download](#)



The Ripple Effect: How the CAHME Awards Energize Future Healthcare Leaders

[Download](#)



Action and Healthcare

How to Prioritize Accreditation in an Era of Rapidly Changing Healthcare

[Download](#)



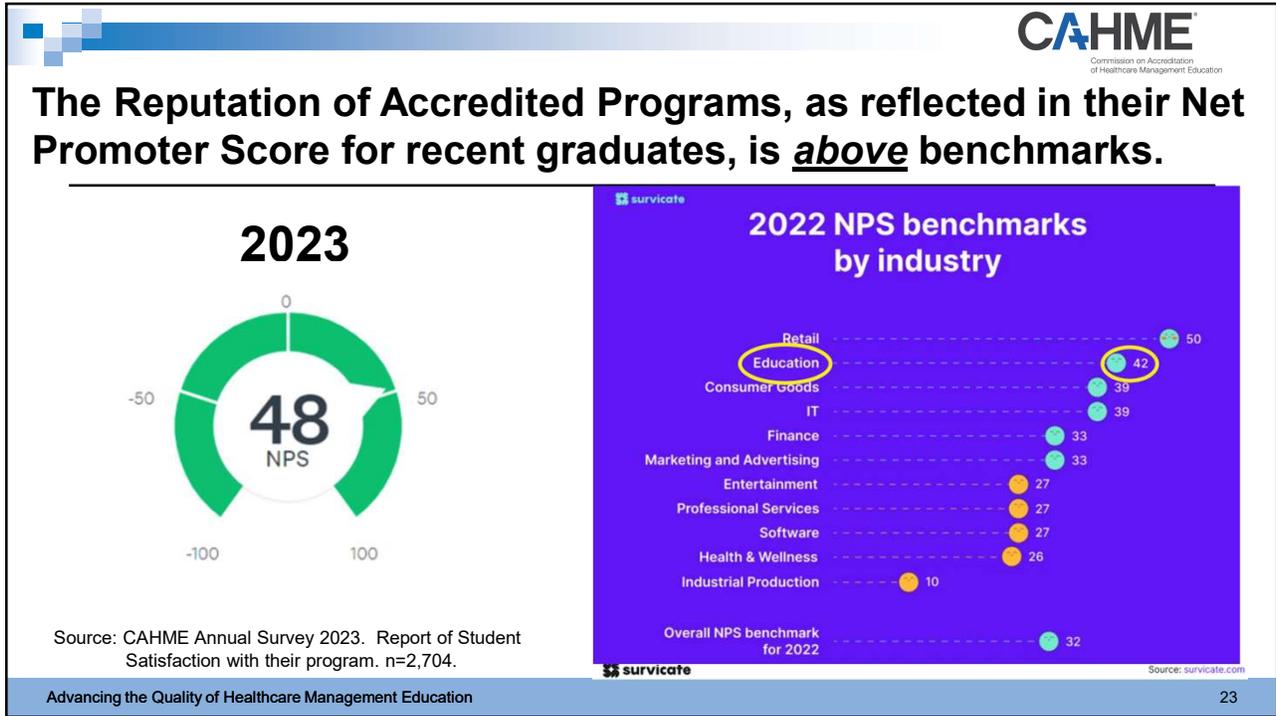
Joining Forces to Reduce Accreditation Fatigue

How to Prioritize Accreditation in an Era of Rapidly Changing Healthcare

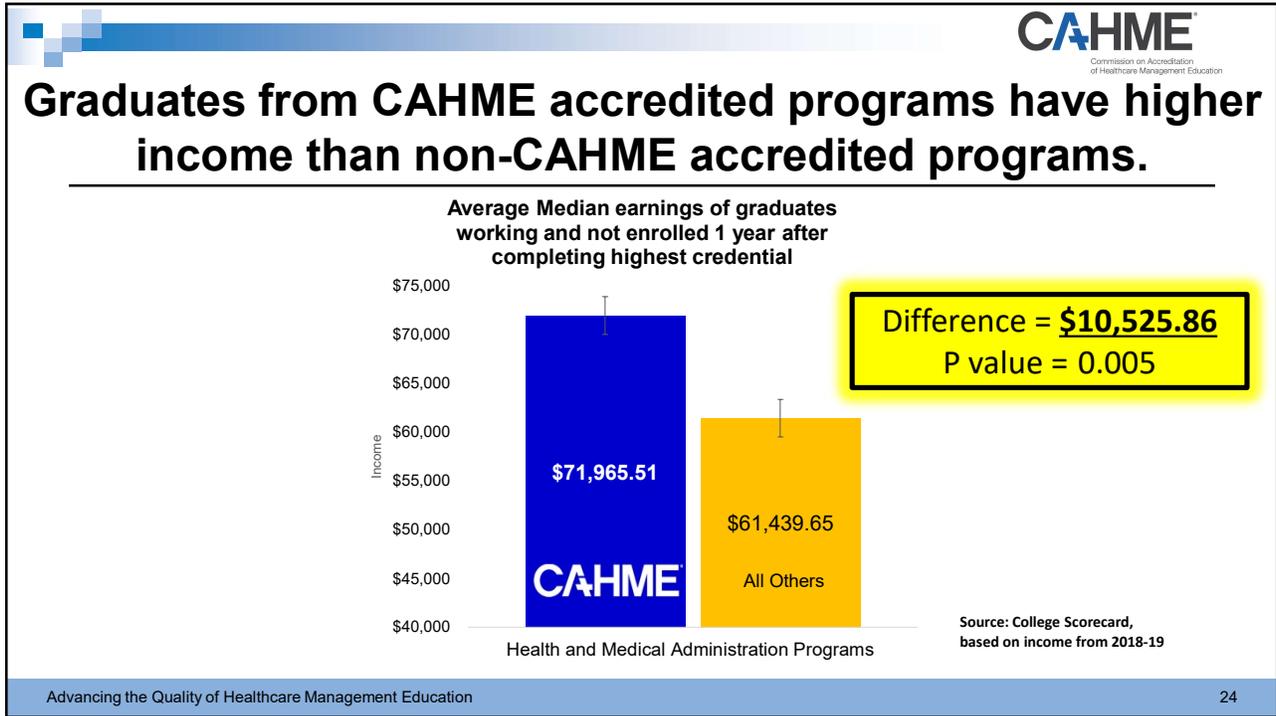
[Download](#)

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Continuous Improvement

PLAN
CONTINUOUS FEEDBACK
DEPLOY
OPERATE
INTEGRATION
BUILD

Lynn Downs, PhD, MBA, FACHE
Chair, Accreditation Council (2024-2026)
Ex Officio Board Member
Associate Professor, University of Incarnate Word

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of Healthcare Management Education

CAHME's Vision is Continuous Improvement

Advancing the Quality of Healthcare Management Education

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of Healthcare Management Education

CAHME's Vision is Continuous Improvement

CAHME actively promotes continuous improvement in the preparation of future healthcare leaders by developing measurable, competency-based criteria for excellence in healthcare management. CAHME Accreditation is the benchmark for students and employers alike that ensure that students are well prepared to lead in healthcare management.

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of Healthcare Management Education

Site Visitor Inter-Rater Reliability reflects a consistency, but shows room for improvement.

Consistency Within and Among Team Interpretation of Criteria

Year	Category	Very Consistent	Consistent	Inconsistent	Very Inconsistent
Spring 2022	Within team	47%	50%	3%	0%
	Among teams	63%	29%	6%	0%
Fall 2022	Within team	54%	43%	3%	0%
	Among teams	62%	38%	0%	0%
Spring 2023	Within team	67%	33%	0%	0%
	Among teams	93%	7%	0%	0%
Fall 2023	Within team	58%	42%	0%	0%
	Among teams	71%	26%	3%	0%
Spring 2024	Within team	58%	42%	0%	0%
	Among teams	61%	39%	0%	0%

n = 36, 37, 15, 39, 19

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In FY 22 and FY 23, we focused on the site visitor culture.

- Fellow Recognition Process.
- Roles and Responsibilities.
- A video that reinforces site visitors as brand ambassadors for CAHME
- CAHME/Dolores Clement Fellow of the Year Award







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Site visitor tools and processes.

Initiatives	Implementation	
	FY 24	FY 25
Updated and clarified instructions for the site visit	FY 24	
CLC education modules and standardization of tools for consistency		
Decision Support Tool		
Lunch and Learn		FY 25
Findings Library		
Structured Site Visitor On Boarding		

Advancing the Quality of Healthcare Management Education

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Program director tools and processes.

Initiatives	Implementation	
	FY 24	FY 25
Updated and clarified instructions for the site visit	FY 24	
Site Visit Checklist		
Syllabi Cover Sheets are optional		
APR/CPR Meetings		
Virtual Site Visits for virtual programs (POSE visits)		
Updated Substantive Change	Forms	
	Process	FY 25
Dedicated staff resources for programs from	eligibility to candidacy	FY 24
	candidacy to accreditation or for reaccreditation	
		FY 25

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Integration between Annual Report and Accreditation Portal

- Implemented Dynamic Figures to avoid duplicate data gathering for program directors in their self-study
- 54% of Self-Study Figures can now be dynamically generated

Figure II.A.5.2: Employment Settings of Program Graduates

aicrest		09-03-2021	09-05-2022	09-04-2023
Self Study Year: 2023-2024		05-17-2022	05-19-2023	05-17-2024
Position				
Not Eligible	International student returned home without seeking employment	0	0	0
	Pursuing other Graduate Degree	0	0	0
	TOTAL NOT ELIGIBLE/NOT SEEKING TO BE PLACED (A)	0	0	0
	Post-Graduate Fellowship	7	7	7
Placed Students	Hospital/Health System	0	0	5
	Physician Practice	6	0	0
	Military Health System or Veterans Health Administration	0	0	0
	Governmental agencies (i.e., local, state & federal agencies)	0	0	0
	Trade Association (e.g., AHA, HFMA, ACHE, Blue Cross/Blue Shield Association)	0	0	0
	Foundation or Voluntary Agency (e.g., RWJ Foundation, Red Cross)	0	0	0
	Long-Term Care Facility	0	0	0
	Home Health Agency	0	0	0
	Consulting	0	0	0
	Insurance/HMO	0	0	0
	Information Technology/Analytics	0	0	0
	Pharmaceutical/Biotech/Medical Device Company	0	0	0
	National health organizations (CVS/Aetna, Walgreens, Haven aka Amazon-JP Morgan-Berkshire)	0	0	0
	Investment banking re: healthcare (merger & acquisition, etc.)	0	0	0
	Venture Capital or Private Equity	0	0	0
	Employed outside Healthcare	0	3	0
	Employed overseas in healthcare (but site is unknown)	0	0	0
	Other	0	9	0
	TOTAL PLACED (B)	13	19	12
	Not Placed (C)	0	0	0
	Unknown (D)	9	9	9
	Students Eligible to be Placed (E = B + C + D)	22	28	21
	Employment Percentage (B / E)	68%	95%	50%

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Benchmarking Tools for Quality Improvement

	Annual Report Data		Core Learning Center
	Advance Search	Annual Report Benchmarking	Enhanced Benchmarking
Curated Annual Report Data for a single program	✓	✓	
Curated Annual Report Data comparisons (3 side by side)	✓		
Annual Report Data comparisons: custom peer group.		CARB	
Faculty Compensation Benchmarks: custom peer groups		✓ *	
Site visit reports	Summary		Complete Site Visit Report and Progress reports
C-Faculty: Faculty Profile Benchmarks		3 rd Q *	
C-Trends: CAHME Trend Reports for Environmental Assessment		2 nd Q	
Cost	Free to public	Free to programs with an "active" application	Free to Core Learning Center subscribers

* Only to participating programs that provide data.

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Maureen Jones, PhD, RN
 Chair, Standards Council (2023-2025)
 Ex Officio Board Member
 Director of Assessment, Peregrine Global Services



STANDARDS

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Standards Revision Cycle

Fiscal Year	Date	Activity
FY 24	Fall 2023	<ul style="list-style-type: none"> Establish process to solicit feedback on Standards. Establish Criterion Working Groups <ul style="list-style-type: none"> Criterion I Criterion II Criterion III (incl Domains) Criterion IV Eligibility Documentation
	Spring 2024	<ul style="list-style-type: none"> Working Groups Report Out
FY 25	Fall 2024	<ul style="list-style-type: none"> Standards Drafted
	Spring 2025	<ul style="list-style-type: none"> Revisions Finalized
FY 26	Fall 2025	<ul style="list-style-type: none"> Self-study: 2026 Standards
	Spring 2026	<ul style="list-style-type: none"> Site visits: 2021 Standards
FY 27	Fall 2026	<ul style="list-style-type: none"> Self-study: 2026 Standards
	Spring 2027	<ul style="list-style-type: none"> Site Visit: 2026 Standards

Solicit input/feedback from programs, other academics, and practitioners

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Transparency of Program Outcomes



Todd Nelson, MBA, FHMA
 Past Board Chair
 Practitioner Board Member
 Chief Partnership Executive, HFMA

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Purpose of CAHME's Annual Report: Advance the Quality of Healthcare Management Education.



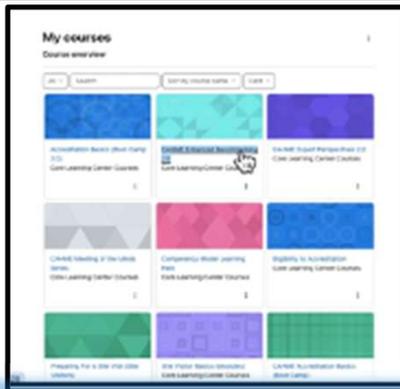
Kyle Grazier, chair of the University of Michigan's department of health management and policy, says that if the accreditation body could develop comparable measures for public use, "I think that would be a real gift to the field."

Employers hiring new graduates, faculty candidates and prospective students have no comparable measures of program quality, she says.

Modern Healthcare
March 9, 2013

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The CAHME Core Learning Center (CLC) is an important tool for programs to attain/retain their accreditation



57 Programs Enrolled as of July 1, 2024

In FY24, 62% of programs going for Accreditation or Reaccreditation used the CLC up from 48% in the prior year.

"I highly recommend the Core Learning Center to those preparing for accreditation- innovative, fully online and easy to use."

Courtney N Haun, PHD, MPH
Samford University



For information, visit www.cahme.org/CLC

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CAHME
Core Learning Center

Home Dashboard My courses Site administration Search courses

Management Education

Mission

Flag as inappropriate Edit this tag

Courses Activities and resources Book chapters

COURSES

- Site Visitor Basics (Modules)
Category: Core Learning Center Courses

ACTIVITIES AND RESOURCES

- Criterion I.A.1 - Mission Statements
CAHME Enhanced Benchmarking 2.0
- Part 1 Documents to Review
Site Visitor Basics (Modules)
- Part 2 Video of Case Study
Site Visitor Basics (Modules)

BOOK CHAPTERS

- Criterion I.A.1
Exploring Specific Criteria and Program Results
CAHME Enhanced Benchmarking 2.0
- Criterion I.A.1 - 16.1%
Drill Down: Common Challenges
CAHME Enhanced Benchmarking 2.0

In FY 2025, the CLC will see a major upgrade implementing sophisticated search capabilities across CAHME resources.

For information, visit www.cahme.org/CLC

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Commission on Accreditation of Healthcare Management Education

CAHME's Master Class^{A+} will be held on Sunday, March 23, 2025, immediately before ACHE Congress.

Save the Date for 2025 Congress in Houston

The 2025 Congress is in Houston, Texas, at the George R. Brown Convention Center, March 24-27, Monday-Thursaday.

We invite you to join us in this new venue, optimal for learning, easy to navigate, and selected to provide the community feel for which Congress is known.

Details To Follow

Advancing the Quality of Healthcare Management Education

INFO FOR: STUDENTS ▾ | UNIVERSITY PROGRAMS & FACULTY ▾

CAHME
ABOUT ▾ | ACCREDITATION ▾ | MEDIA & EVENTS ▾ | AWARD

CAHME[®]

When Choosing a Consultant...

To better serve our programs, and based on past inquiries, CAHME has compiled a list of experienced site visitors who offer independent consultative accreditation services. **CAHME DOES NOT REQUIRE OR RECOMMEND PROGRAMS HIRE CONSULTANTS.** This page is provided as a resource as CAHME has learned that programs are searching for consultants and do not know where to turn. CAHME **strongly recommends** that if selecting a consultant outside of this list, you check with CAHME VP of Accreditation Operations, Eric Brichto, at ebrichto@cahme.org.

CAHME provides many resources to help programs prepare for accreditation, including:

- [CAHME Mentorship Circle](#)
- [CAHME's Core Learning Center](#), which includes access to Enhanced Benchmarking to view how other programs have proceeded through the accreditation process
- [Candidacy Process](#)
- Periodic group meetings with CAHME staff during accreditation and reaccreditation
- [Benchmarking](#) through the Annual Report process

Facilitating the Connection with access to Curated Consulting Services

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